DOCUMENT RESUME

ED 406 379 SP 037 272

AUTHOR Brown, Kathleen Sullivan; And Others
TITLE Co-laboring: The Birth of a PDS Partnership. Evaluation Report of the Pattonville School District and Webster University Professional Development Schools Partnership.
PUB DATE Jun 96
NOTE 19p.; For related document, see SP 037 271.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Action Research; *College School Cooperation; *Cooperative Programs; Elementary Secondary Education; *Faculty Development; Higher Education; Instructional Improvement; *Partnerships in Education; Preservice Teacher Education; *Professional Development Schools; Program Evaluation; School Districts; Schools of Education
IDENTIFIERS Pattonville School District MO; *Webster College MO

ABSTRACT

This evaluation report covers the first year of the Pattonville School District-Webster University (Missouri) Professional Development Schools (PDSs) Partnership. Representatives of both organizations met regularly to explore the meaning of a school-university partnership as well as the potential benefits and commitments that would result. The evaluation concentrated on the organizational interactions and preliminary discussions that took place between school-based and university-based educators. The report focuses on concerns for professional development teachers and their struggles to create a learning community. The first section of the paper profiles the university and the school district, describing vision statement, location, history, leadership, size/enrollment, achievement data, financial picture, environment and reputation, and challenges for the future. The other sections focus on: the history of the partnership, outlining events and outcomes at each stage of the process; contributors and participants; vision statement; development of the partnership; shared understandings of learners, collaboration, professional development, and the PDS partnership; the goals of the partnership; action research as evaluation; lessons learned form the first year; and recommendations for Year Two. (ND)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Co-laboring: The Birth of a PDS Partnership

Evaluation Report of the Pattonville School District and Webster University
Professional Development Schools Partnership

ED 406 379

Kathleen Sullivan Brown, Ph.D.
Consultant and Senior Evaluator

Deborah Hauser, M.A.T.
Teacher, Pattonville High School
Participant Observer and Co-evaluator

Sharon Shockley Lee, Ed.D.
Associate Professor of Education, Webster University
Participant Observer and Co-evaluator

with

Tom Morgan, Ph.D.
Assistant Superintendent for Human Resources
Pattonville School District

June 1996

SB37272

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

K S. Brown

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

BEST COPY AVAILABLE

Table of Contents

Introduction and Purpose

I. Profile of Two Learning Organizations
Pattonville School District
Webster University

II. History of Partnership

III. Contributors, Participants, and A Few Skeptics

IV. Vision

V. Shared Understandings

VI. Goals of the Pattonville/Webster Partnership

VII. Action Research as Evaluation

VIII. Lessons Learned: The First Year

IX. Recommendations for Year Two

Introduction and Purpose

This evaluation report covers the first exploratory year of the Pattonville School District-Webster University Professional Development Schools Partnership for the period May 1995 to May 1996. During that time, representatives of both organizations met regularly to explore the meaning of a school-university partnership as well as the potential benefits and commitments this would bring. The exploration took place within the supportive environment of the St. Louis Professional Development Schools Collaborative, a regional group sponsored by the Danforth Foundation. Fourteen other partnerships, some of which have been functioning for several years, shared the lessons they had learned about this type of collaborative effort.

The other partnerships in the PDSC have focused on building a relationship between university faculty and the teachers in one school within a district. *The Pattonville-Webster Partnership is unique within the St. Louis region because of its nature as a district-wide professional development schools partnership.* How this district emphasis evolved is a major chapter in the story of the Pattonville-Webster Partnership. However, it is important for the reader to note at the outset that this is a district-wide parntership for both philosophical and practical reasons. The partners have come to believe that changing and improving the practice of teaching in both organizations requires that participants examine and revise policies and procedures at many levels and leverage points of the educational process including administration, strategic planning, curriculum design, and instructional delivery. Because it is a district-wide partnership, the evaluation covers systemic issues.

Evaluation of the partnership's first year of formation concentrates on the organizational interactions and preliminary discussions that took place between school-based and university-based educators. Concerns for professional development of teachers and their struggles to create a learning community are the themes of the story chronicled here.

I. PROFILE OF TWO LEARNING ORGANIZATIONS

Pattonville School District adopted this statement of its vision in December, 1994 during its strategic planning process.

> "We envision Pattonville as a(n)
> Caring Community where all learners are valued, loved, respected, and regarded as our hope for today and the future.
> Safe community where respect for self and others is demonstrated; where integrity and dignity guide behavior.
> Learning community where all are challenged to excel. We see students as life long learners and problem solvers who are academically prepared for success and committed to excellence.
> Interdependent community where unity among students, families, patrons, and staff fosters learning, responsibility, and an appreciation of the diverse individual. "

Location Pattonville School District consists of 27 square miles located in Northwest St. Louis County. It encompasses parts of the municipalities of Bridgeton, Maryland Heights and St. Ann. Other portions are in unincorporated St. Louis County. The district is located near Lambert St. Louis Airport. It is primarily a suburban area, with few farms left. District residents make up 85% of the student body, with 15% participating in a voluntary transfer program. Most transfer students come from St. Louis city as part of a metropolitan area voluntary desegregation program.

History In 1995 Pattonville published a history book of the district, ***Public Education in Pattonville: 150 Years of Preparing and Caring for the Youth of the Community 1845 - 1995.*** The district became known as "Pattonville School District" after a special election in 1930. From these Depression Era beginnings has grown one of the largest school districts in St. Louis County.

Leadership District leadership comes from a seven-member elected school board and an appointed Superintendent, Dr. Roger Clough, who has been in his position for 11 years. Board members have served an average of 8 years, and there is usually competition for seats on the board.

Size/Enrollment

Pattonville School District 1995 Enrollment and Staffing

Buildings	*# Students*	*# Certified Staff*	*# Admin.*	*# Support Staff* **
K-5				
Briar Crest	304	23	1	10
Bridgeway	421	26	1	10
Carrollton	402	26	1	11
Carrollton Oaks	340	24	1	11
Parkwood	505	35	2	14
Rose Acres	545	40	2	16
Willow Brook	403	26	1	11
K-8				
Remington- Traditional	428	27	2	14
Holman Middle	795	60	3	27
Pattonville Heights Middle	693	52	3	27
Pattonville H.S.	2,000	143	8	64
Positive School	130	12	1	1
Learning Center	-	-	6	149
Totals	6,966	494	32	365

Source: *This is Pattonville* (1994)

District Achievement Data The district's 1994-95 asssessment report provides achievement data for Pattonville students in fo rth and seventh grades, as follows:

CTBS/4 Scores: Total Battery Mean

4th Grade	1992-93	1993-94	1994-95	1995-96
Pattonville	64	66	65	61
National	50	50	50	50

CTBS/4 Scores: Total Battery Mean

7th Grade	1992-93	1993-94	1994-95	1995-96
Pattonville	55	57	61	56
National	50	50	50	50

Pattonville's gifted education program enrolls approximately 4% of students, and 12% of students are enrolled in special education classes. More than half of Pattonville's graduates go on to attend four-year colleges (53%). Enrollment in AP or College Credit classes draws 3% of the student body. Seniors who took the ACT (56% in the most recent testing, 1994-95) have averaged 22, 23, and 22 for the past three years, which puts Pattonville at the state average and slightly above the national average on these tests of core curriculum.

Financial Picture Pattonville is a growth-oriented public school district, filled with abundant resources in residential, commercial, regional retail, and regional industrial sites which produce a generous tax base. Within its borders are some of the metropolitan area's largest employers such as McDonnell Douglas, Lambert Airport, Northwest Plaza Shopping Center, DePaul Medical Center, Ford Auto Assembly Plant, and many more. The 1994-95 tax rate is $3.81 per $100 valuation. In addition to 11 recently constructed school buildings, the physical plant also includes a planetarium/observatory and a high school performing arts theater and community auditorium. The existence of a preschool, a "parents as teachers" program, and adult continuing education classes, and senior adult learning center means that the district offers services to learners of almost any age. Per pupil expenditure for 1995-96 was $7,181.

Environment and Reputation Pattonville is one of 25 St. Louis County school districts and is considered by knowledgeable educators to be one of the top school districts for teachers and students in the region. District schools have been named "Gold Star" and "Blue Ribbon" by the state and federal governments. Missouri classifies the district as AAA, which means it is in the category of the state's and best largest districts. In recent years Pattonville has cultivated a reputation as an innovator, and it has become selective in its hiring of both experienced teachers and new graduates from top teacher education programs. Salary levels are among the highest in the area. The average teacher's salary in the district is $45,310 compared to a state average of $32,369. Good salaries mean that the district retains its staff, and Pattonville has a low turnover.

Sixty per cent of the district staff have Master's degrees. Classes are small, with elementary averages at 22 students per class and high school teachers averaging approximately 90 students.

Challenges for the Future Two major challenges face Pattonville School District. The first situation is the expected end to the Voluntary Transfer Student program (VTS), in which county districts agreed to enroll city transfer students in a court-supervised voluntary desegregation agreement. The state attorney general has filed suit to end the voluntary "deseg" program, and, if this happens, many county districts will take significant budget reductions because of the loss of the VTS attendance. Although the district currently has a balanced budget and is growing in many ways, the end of the VTS program would present new financial challenges. Dr. William Danforth of Washington University has been appointed by the St. Louis district court as a mediator for this transition. Local superintendents expect some closure on this issue within the next year.

An expansion of Lambert International Airport is expected to buy out a large number of homes, primarily in Bridgeton, and two elementary schools (Carrollton and Carrollton Oaks). This may affect school enrollment if these residents are unable to find suitable housing within the district. Presumably, enrollment changes could also require a reduction in staffing levels for teachers and administrators.

Webster University

"Webster University is an independent, comprehensive, non-denominational, multicampus, international university with undergraduate and graduate programs in various disciplines, including the liberal arts, the fine and performing arts, teacher education, business, and management.

Webster university combines the cultural, intellectual legacies of the past with a pragmatic concern for meeting the challenges of the present and the future. In doing so, Webster University

- Creates a student-centered environment, accessible to individuals of diverse ages, cultures, and socioeconomic backgrounds
- Sustains a personalized approach to education through small classes and close relationships among faculty and students
- Develops educational programs that join theory and practice and instill in students the spirit of systematic inquiry
- Encourages creativity, scholarship, and individual enterprise in its students and faculty
- Promotes international perspectives in the curriculum and among students and faculty
- Encourages in its students a critical cast of mind, a respect for diversity, and an understanding of their own and others' values
- Fosters in its students a lifelong desire to learn and a commitment to contribute actively to their communities and the world
- Educates diverse populations locally, regionally, nationally, and internationally

- Strengthens the communities it serves through support of civic, cultural, corporate, and educational organizations" Webster University General Catalogue

The School of Education's Mission Statement

"The Education Department at Webster University provides its students with the knowledge, experiences, and practical tools that enable them to guide both themselves and others toward lifelong learning. The department is a community of teacher-scholars who apply critical reflection and creative energies to enhance learning in schools and other educational settings. The faculty strives to do this by modeling effective teaching practices based on sound theory and research. The personalized approaches make for a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The department encourages its faculty and student to work actively toward this end, keeping in mind that the actions must be rooted in visionary yet realistic thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both." Webster University General Catalogue

Location Webster University's 47-acre main campus is located in Webster Groves, a suburban St. Louis County community. A satellite campus at Northwest Plaza is located within the boundaries of the Pattonville School District and is situated next to Pattonville's new Instructional Learning Center. The university also offers degree programs at 55 locations in 16 cities in the United States and 4 European countries. As early as 1978, when it established its campus in Geneva, Switzerland, Webster University saw globalizing trends in education. Soon they established additional campuses in Vienna (1981), Leiden (1983), and London (1986). Current plans include expansion into Russia, Japan, China, and South Africa.

History Webster began as a liberal arts college in 1915, founded by the Sisters of Loretto. In 1925 it received North Central accreditation as one of three "sister schools" of St. Louis University, the oldest university west of the Mississippi. Webster began offering graduate degrees in 1967, and the college changed over to a university structure in 1988. The university now include the Schools of Education, Business, Fine Arts, Communications, and the College of Arts and Sciences.

Leadership With its continuing transition to university status since 1988, Webster has reorganized its organizational structure. A Board of Trustees is the main governing body, with 44 members who are local and national leaders of industry and education. Led by President Richard S. Myers, who was appointed in 1994, the university has been recruiting deans for each of its schools. Currently, a search is underway for the first full-time dean of the School of Education. Governance of the university academic programs is handled by its full-time faculty. The University has 125 full-time faculty members, 16 of them in the School of Education. In the St. Louis area, Webster employs 450 adjunct faculty per semester, about 45 of them in education courses.

Size/Enrollment Worldwide, the University enrolls approximately 10,000 students. Actual enrollment will vary by semester. For the 1995-96 academic year, Webster's main campus in St. Louis enrolled 2,700 undergraduate students (full and part-time), including 300 residential students who live in two residence halls and 11 student houses. Graduate students numbered 1,800, most of them part-time. Many of the satellite campuses are located on American military bases. International students account for 140 of the 300 residential students on the main campus. Class sizes range from 15-25, with a minimum class size of eight students. Students come from 39 states and 42 foreign countries.

Financial Picture As a private institution, Webster University does not publish its revenue figures. The institution is primarily tuition-driven although there is a small endowment of approximately $12 million dollars. Tuition for 1995-96 full-time students was $9,710, with room and board another $4,560. Financial aid to students totaled over $8 million dollars.

Environment and Reputation Webster University has been accredited by the North Central Association Associations of Colleges and Schools since 1925 and for many years earned a fine reputation in St. Louis as a college primarily for young Catholic women. The challenges of the 1960s and 1970s necessitated a broadening of the college's mission. Graduate programs were added in 1967, and the university became co-educational. In recent years, Webster has gained a reputation as an innovative institution and one that particularly serves the educational needs of adults for graduate and professional education. Webster is probably best known nationally for its performing arts programs and its association with the Loretto-Hilton Repertory Theatre, Opera Theatre of St. Louis, and Dance St. Louis.

St. Louis, a region of two and a half million people, is rich in educational resources. Webster is one of six universities in the immediate area. Other private universities are Washington University, St. Louis University, Maryville University, and National-Louis University. The University of Missouri- St. Louis is part of the state public university system. These institutions offer teacher education programs. Also, there are 55 colleges and universities within 100 miles of St. Louis. This means that Webster competes for students with many area institutions, public and private, large and small. This educational environment provides undergraduate, graduate, and continuing education students with a great deal of choice when they select a school to attend. Students can weigh factors such as faculty, location, cost, and program availability.

Challenges for the Future Webster has ambitious goals to internationalize its programs and to continue expanding into other parts of the world. As a tuition-driven private institution, Webster faces a continual challenge to keep its classrooms filled while maintaining an environment of small classes with lots of personal attention from faculty. New international and interdisciplinary programs offer opportunities to meet changing educational and professional needs of society, yet they make new demands on university faculty and administration for collaboration. Technology is another area in which the univesity seeks to improve student and faculty productivity in an advanced information age.

II. HISTORY OF THE PARTNERSHIP

Pattonville School District and Webster University have had an informal working relationship through, for example, the placement of Webster's student teachers, the use of University students for tutoring, and graduate studies offered for Pattonville teachers. Since 1993, Prof. Sharon Lee, a Webster faculty member, has worked as an evaluator with the Danforth Foundation-funded I.D.E.A.L. project in Pattonville. On May 23, 1995, school district representatives Dr. Tom Morgan, Asst. Superintendent; Board of Education member Robert Drummond; I.D.E.A.L. Coordinator Betty Garner, and Webster representative Prof. Lee attended a meeting with Ann Lieberman of Columbia University. This meeting, sponsored by the Professional Development School Collaborative and the Regional Educational Partnership, stimulated thinking about the concept of "professional development schools" as promoted nationally by Ann Lieberman and the National Center for Restructuring of Schools and Teaching (NCRST). Pattonville and Webster continued throughout the year to explore possibilities of forming a Professional Development Schools Partnership. Superintendent Roger Clough and the Pattonville Board of Education and Acting Dean Brenda Fyfe and the Webster faculty approved letters of intent to pursue the partnership.

A **timeline** shows the roots and chronology of this collaboration, including recent developments up to the end of the first planning year. Over thirty formal meetings were called over the course of the year. The timeline also gives a brief indication of the agenda and outcomes at each stage of the process.

1985-1995	Student teacher placement, graduate courses, tutoring, I.D.E.A.L., workshops, classroom visits made up the working relationship between Pattonville and Webster.
1993-1995	Webster University made its Northwest Plaza campus available for I.D.E.A.L. training, district meetings, parent classes.

1995

5/23/95	Through I.D.E.A.L.'s affiliation with the Danforth Foundation, Pattonville and Webster representatives were invited to "A Conversation with Ann Lieberman"
5/31/95	Six individuals from Pattonville and Webster met to pursue the notion of Partnership.
6/13/95	Individuals from Pattonville and Webster met a second time. Letter sent to all Pattonville certified staff to meet with Webster representatives.

7/21/95	Meeting of 40 Pattonville teachers with Webster faculty at NW Plaza explored formation of **Pattonville-Webster Professional Development Schools**.
8/10/95	**PDS** Collaborative Retreat at Marianist Conference Center in Eureka, Mo. Pattonville-Webster representatives met for two days to develop initial plan to form Pattonville-Webster Professional Development Schools. Pattonville's Professional Development Committee was charged with nominating members of an **Exploration Team**, representating each school building.
9/20/95	Meeting of 30 representatives from Pattonville-Webster set up the Exploration Team, refined mission statement, and discussed University courses that would support this collaborative. A joint letter, stating their interests in pursuing development of a Pattonville-Webster Professional Development Schools Partnership, was composed for review by Pattonville's school board and Webster School of Education faculty
9/25/95	Learning Center Administrative Team reviewed Pattonville-Webster PDS discussions.
9/26/95	Letter of interest to form Professional Development Schools approved by Pattonville Board of Education and Webster University School of Education.
10/3/95	Prof. Lee met with Pattonville's faculty Professional Development Committee (PDC). PDC members disseminated plans in each building and named Exploration Team members.
10/23/95	Pattonville-Webster Exploration Team met for first time and discussed PDS.
11/13/95	Pattonville-Webster Exploration Team met and formed four sub-committees.
11/22/95	Tom Morgan, Sharon Lee, Deborah Ebel, Kathe Rasch and Tom Moeller met to discuss Rose Acres school's collaborative with Maryville University and Pattonville-Webster PDS.
11/29/95	**PDS** Collaborative held a meeting with Dr. Marsha Levine, a researcher helping NCATE establish standards for professional development schools. Pattonville-Webster worked on agenda for Exploration Team meeting, including development of introduction, proposed goals, possible task groups.
11/29/95	Exploration Team met and discussed strategies, differences, goals, and definitions. Overwhelming approval was given to the continuation of the partnership.

1996

1/10/96	**PDS** Collaborative Meeting at Mercy Conference Center. Pattonville-Webster visited with other partnerships, worked on revising goals, and creating a vision statement.
1./17/96	Exploration Team discussed funding, presented proposed goals and vision.
1/29/96	Brainstorming session produced a draft proposal to Danforth and DESE.
1/31/96 & 2/1/96	Pattonville-Webster Representatives met to write grant proposal
2/2/96	Draft proposal was presented to Dr. Douglas Miller, Professional Development Coordinator for State of Missouri DESE, for feedback regarding potential for external funding.
2/7/96	Exploration Team met to approve goals and vision statement and refine objectives.
2/26/96	**PDS** Collaborative Meeting at Webster. Pattonville-Webster representatives met to revise objectives, draft proposal for Pattonville Board of Education, Webster University School of Education Faculty, and for formal acceptance to PDS Collaborative. Pattonville-Webster representatives also visited with other regional school/university partnerships.
2/28/96	Exploration Team Meeting to discuss network opportunities, and school board/faculty review of proposal.
3/8/96	Meeting was held at Webster's Northwest Plaza Facility to plan state grant application
3/10/96	State grant application was finalized at a second meeting.
3/12/96	School Board members received PDS proposal at public meeting.
3/13/96	At the PDSC Meeting, Pattonville-Webster presented its partnership proposal and was formally approved as the fifteenth PDSC member.
3/13/96	PDSC provided Partnership planning time, which was used for discussion of governance.
5/14/96	Lynne Miller from the Southern Maine Partnership spoke to PDSC members at the Ritz-Carlton on partnership development and renewal.

5/22/96 The Exploration Team Meeting looked back on the year's successes and formed task forces for next year's implementation. Members were invited to participate in the first Missouri Professional Development Schools conference.

5/29/96 Principal's Meeting included a discussion of the policies in the assignment of student teachers.

III. CONTRIBUTORS, PARTICIPANTS, AND A FEW SKEPTICS

Even a cursory review of the following listing of 65 individuals who contributed to the formation of the Pattonville-Webster Professional Development Schools gives ample evidence that this Partnership was broad-based. Included were teachers at all levels of schooling and from all eleven buildings. Also involved were parents, nurses, administrators, instructional coordinators, school board members, deans and university faculty, both tenured and non-tenured. Simple attendance at meetings qualifies at one level as participation. However, in the year-long Pattonville-Webster PDS exploration, participants in meetings actively discussed, argued, negotiated and crafted written statements of philosophy and goals. Repeatedly at these meetings, there was a sense of overarching mission and a "gestalt" that the project itself was more important than any one individual at the table. Techniques for consensus-building included writing a "journey," using newsprint to share big ideas at PDSC retreats, and multiple opportunities for both formal and informal conversations about the teaching/learning process and the organization of schooling.

Alexander, RaShele	Teacher, Pattonville High School
Allen, Maxine Giles	Teacher, Pattonville High School
Bachelder, Nathan	Teacher, Pattonville High School
Boeddeker, Carolyn	Teacher, Remington Traditional School
Brantley, Karen	Teacher, Remington Traditional School
Brooks, Barbara	Teacher, Pattonville High School
Butler, Tom	Curriculum Coordinator, Science
Campbell, Donna	Webster Faculty
Cramer, Madaleaze	Teacher, Holman Middle School
Crowder, Marilyn	Retired Teacher
Clough, Roger	Superintendent, Pattonville School District
Coe, Karen	Teacher, Holman Middle School
Daniel, Mary	Director, Webster's NW Plaza Center
Dick, Robert	Curriculum Coordinator (Social Studies)
Drummond, Robert	Director, Pattonville Board of Education
Ebel, Deborah	Asst. Superintendent, Pattonville, Curriculum & Instruction
Fader, Bill	Teacher, Pattonville High School
Flassing, Judy	Teacher, Pattonville Height Middle School
Fulton, Mike	Director of Research
Fox, Gloria	Teacher, Pattonville High School
Fyfe, Brenda	Acting Dean, Webster University School of Education
Garner, Betty	I.D.E.A.L. Coordinator, Pattonville
Gast, Annette	Teacher, Parkwood Elementary
Goering, Maureen	Teacher, Parkwood Elementary
Granneman, Elaine	Teacher, Holman Middle School
Halley, Mike	Counselor, Briar Crest Elementary School and Chair, PDC
Harris, Eula	Assistant Principal, Pattonville Heights Middle School
Harvey, Paula	Teacher, Bridgeway Elementary
Hauser, Debbie	Teacher, Pattonville High School
Himmelman, Linda	Teacher, Remington Traditional School

BEST COPY AVAILABLE

Hubbell, Lisa	Undergraduate, Webster; Pattonville Alumna 1990, resident
Jansen, Sandie	Teacher, Bridgeway Elementary
Jones, Ella	Webster Faculty
Jordan, Adrienne	Teacher, Holman Middle School
Kido, Elissa	Webster Faculty
Korobey, Cathie	Webster Faculty
Kramer, Madaleaze	Teacher, Holman Middle School
Lee, Sharon	Webster Faculty
Lema, Pickett	Curriculum Coordinator, Communication Arts
Levesque, Jeri	Webster Faculty
Morgan, Tom	Asst. Superintendent, Human Resources, Pattonville
Olive, Nora	Teacher, Remington Traditional School
Oster, Kathleen	Teacher, Holman Middle School
Quinn, Pamela Bank	Teacher, Briar Crest Elementary
Panjwani, Lierka	Teacher, Positive School
Prosser, Teresa	Department Chair, Learning & Communications Arts, Webster
Ramsey, Marva	District parent
Robinson, Tracey	Teacher, Carrollton Oaks Elementary
Rosenthal, Marge	Professional Development Coordinator, Pattonville
Rubright, Lynn	Webster Faculty
Scilligo, Mary	Teacher, Willow Brook Elementary
Shrey, Kim	Teacher, Pattonville Heights Middle School
Smith, Kathy	Undergraduate student, Webster
Spink, Gail	Teacher, Briar Crest Elementary
Steinheimer, Margaret	Teacher, Pattonville Heights Middle School
Steinmann, Paul	Webster Faculty
Stiles, Deborah	Webster Faculty
Stopsky, Fred	Webster Faculty
Sullivan Brown, Kathleen	Evaluator, Danforth-I.D.E.A.L. Program
Tamashiro, Roy	Department Chair, Multidisciplinary Studies, Webster
Tarleton, Marilyn	Teacher, Bridgeway Elementary
Tarman, Candace	Teacher, Carrollton Elementary
Thouvenot, Frank	Principal, Bridgeway Elementary
Waldrop, Becky	Teacher, Pattonville Heights
Weiersmueller, Terri	Teacher, Pattonville HeightsMiddle School
Wilkerson, Phyllis	Webster Faculty

Contributors to the development of this Partnership included the other St. Louis school/university partnerships and Wayne Walker and Peter Wilson of the Danforth Foundation's Professional Development Schools Collaborative. The Pattonville Board of Education, staff, and teachers and the Webster University faculty and staff are recognized here as the major contributors, even though individuals may not have been present at the PDS meetings.

Skeptics in both organizations made up a critical component of this effort. They functioned as constructive critics and realists. They held the feet of the PDS idealists "to the fire." Some in Pattonville thought it would be too restrictive to form a Partnership with just one university. Several university faculty already had existing relationships in other districts and were unwilling to see those reduced in any way by developing a new, formal relationship with Pattonville. A few individuals in both organizations thought at the beginning this was another "top-down" reform being pushed and controlled by administrators. Continuing conversation, trust-building, power-sharing, and collaborative decision-making gradually has diminished the criticisms.

BEST COPY AVAILABLE

IV. VISION

Pattonville and Webster PDS Partnership has developed a vision that encompasses both the school district and the university as a community of learners. This statement is consistent with Pattonville's Strategic Plan and Webster University's mission statement.

Pattonville/Webster Professional Development Schools Partnership Vision

We envision the Pattonville/Webster Partnership as a community of learners who

- **Nurture and spark reflection, inquiry, collaboration, leadership, creativity, renewal, and vitality.**
- **Strive for greater understanding and efficacy in facilitating learning.**
- **Invite and encourage the meaningful participation of all stakeholders in our evolving learning community.**

The expressed intent was to involve all persons who either directly or indirectly influence student learning as well as those who benefit from the results of improved educational practices. This includes all members of the community in which the school and university function. The creation of the learning community, then, is an ongoing process in which the number of stakeholders continues to increase as the learning community evolves as a result of members' participation.

V. SHARED UNDERSTANDINGS

Learners:

- create meaning from their experiences and events in the world,
- making connections between previous knowledge and novel information,
- participate in a process of exploration, discovery, application, creation, and reflection,
- learn best in an environment where individuals value interdependence, self-motivation, self-discipline, and self-assessment.

- are all "stakeholders" including students, educators, parents, and all other members of the community.

Collaboration:

- involves students (pre-K to 12th grade), preservice teachers through master teachers, administrators, and university professors,
- is an act of learning,
- the essence of our learning community,
- enhances vision and bolsters courage to continue the adventure of simultaneous renewal.

Professional development:

- is a seamless developmental process extended from pre-service to past retirement,
- supports a climate of learning,
- is the result of collegiality, inquiry, problem solving, shared vision and decision making.

The Professional Development Schools Partnership:

- is a community of learners,
- is a composite of numerous educational advancements as well as respected traditions,
- is a collaboration between educational institutions which insures continuous reflection and inquiry,
- renews commitments, reorganizes structures to stimulate growth of new ideas,
- creates a climate of renewal, synergy, and revitalization.

VI. GOALS OF THE PATTONVILLE/WEBSTER PARTNERSHIP

Four goals guide the Pattonville/Webster Partnership, and each goal centers around student learning. The four goals and their targets are:

Students: to engage students in the creation of a learning community through commitment to intellectual development and personal growth

Schools: to encourage systemic revitalization of schools and the university through collaborative planning and action

Colleagues: to support persona! growth through reflective practice and continuous professional development.

The Teaching Profession: to contribute to professional knowledge and educational renewal through collaborative, reflective inquiry about learning and teaching.

These goals reflect five themes which the Partners have identified as areas of inquiry and resources for this collaboration. They include: cultural diversity; technology to support learning; constructivist approaches to learning; leadership and collaboration; Action Research; and reflective practice. A sub-committee of the Exploration Team developed this diagram of the four circles to express the interconnections of the four goals. This diagram was the subject of considerable discussion, reflection, and revision. At the center of the diagram is the circle representing K-12 students whose learning is the main focus of all the PDS efforts.

VII. ACTION RESEARCH AS EVALUATION

Evaluation has been an ongoing activity of the Partnership, as both a formative and summative process. The evaluation team consisted of one representative each from Pattonville and Webster as "inside" evaluators and an additional person as an "outside" evaluator. As Action Researchers, the Evaluation team members attended and participated in meetings of the Partnership and the Collaborative, assisted in the production and collection of archives, and created a continuous documentary history of our collaborative efforts.

Action Research techniques have been used to describe and evaluate the progress and effects of the Partnership on critical issues. Among the methods used were interviews and informal surveys, meeting and dialogue summaries, communication patterns, and analysis of archival documents. Next year, during implementation, participants will conduct individual evaluations for specific projects while the evaluation team focuses on more global meta-analysis of the whole group.

In addition to the evaluation focus established by the Collaborative (see PDSC document, 2-15-96), other concerns unique to this district-wide partnership were addressed relating to the four goals and five themes of the Pattonville/Webster Partnership. Special importance was given this first year to the breadth and depth of participation and the new understandings of professional development that discussions engendered.

Plans and challenges for continuous improvement

The Pattonville School District/Webster University Professional Development Schools Partnership is a voluntary collaboration of individuals in the two organizations. Volunteers--including Pattonville teachers, administrators, and staff, as well as Webster pre-service teachers, full time and adjunct faculty, and administators--will be invited to participate.

External support in addition to funds available from the Danforth Foundation through the PDS Collaborative will be sought. (Current funding is $4,000 members support, $2000 evaluation, $1500 travel in 1995/96.) No additional funds from Pattonville or Webster are required to begin the Partnership. Instead, Pattonville will explore strategies (1) to link existing professional development initiatives with the partnership; (2) provide a consistent release time schedule for professional development throughout the district; and (3) involve Webster pre-service teachers and faculty in existing and new professional development efforts.

Webster University will examine possibilities of (1) offering undergraduate and graduate courses in Pattonville; (2) developing a mentoring relationship among Pattonville teachers and pre-service teachers: (3) inviting pre-service teachers to choose Pattonville schools for practicum and student teaching experiences, (4) utilizing Pattonville educators as adjunct faculty; (5) involving Pattonville practitioners in development and revitalization of Webster teacher education programs.

These initiatives may actually increase Webster's available resources through recruitment of new graduate and undergraduate students and the utilization of classrooms at the Northwest Plaza Center and other Pattonville locations.

Opportunities to support, sustain, and institutionalize change are increased by participation of volunteers who are committed to simultaneous renewal, transformation of the roles of Pattonville educators to include teacher education, and transformation of the roles of Webster faculty to include school revitalization.

PDSC Evaluation recommendations, particularly those regarding improvements in student learning, cannot be addressed for this exploratory year because the Partnership set up the fundamentals of their working relationship. Next year, as implementation begins, there will be opportunities to gauge the effect of the Partnership on Webster and Pattonville students. The synergy of this collaboration will help individuals as learners, practitioners, and organizations to achieve goals toward school renewal and the improvement of learning, teaching, and the profession.

VIII. LESSONS LEARNED: THE FIRST YEAR

The most powerful lesson that was learned this year is that changing policy does not change people. Only if individuals have truly participated in the process of policy development will they be empowered to change instructional and organizational practices. This year members of the PDS Exploratory Committee learned to collaborate--meaning they learned to dialogue, to listen to multiple points of view, and to give up a need for individual control of agendas, clocks, and outcomes. It may take time but if everyone eventually pulls in the same direction, we can actually get farther than if one person, even the strongest person, rows alone. Professional dialogue, in and of itself, is valuable without any other tangible product.

Power differentials became more obvious, as teachers and administrators found themselves in unexpectedly frank conversations. Sometimes the logic of organizational structure also became more visible and rational such as when the group failed to confirm conference registrations because that function did not belong to anyone in particular. Small task groups were helpful when writing and editing were needed. Still, some of the most important meetings were those of the large group in which sometimes fifty people attended and consensus was reached.

Our shared definition of professional development was significantly expanded from a one-time workshop tradition to an on-going, integrated system of mentoring professionals. Discussions ensued within and between both organizations over the traditional roles of preservice, in-service, and retired teachers along with teacher-educators and administrators. Some of the most stimulating conversations of the year involved cross-role discussions in which principals and central office administrators, teachers, teacher-educators, deans, and policy-makers were pushed to examine their assumptions about life "on the other side of the fence." New skills in organizational leadership are needed to keep these conversations going.

We learned that skeptics can be a constructive and creative force in the search for new ways of thinking about teaching and learning. It is especially important to permit and even encourage dissenting views and to avoid a PDS "cult" mentality in which everyone has to be on the same reform bandwagon. This group frequently and patiently explored divergent perspectives.

IX. RECOMMENDATIONS: YEAR TWO

Recommendations are limited to the three highest priorities that will need to be addressed in the second year. Although other issues might be included in a recommendations list, these areas of governnance, principals' involvement, and a needs assessment for professional development are thought to be critical to sustain the high energy and hopes for the Partnerhsip.

Governance

1. Unresolved this year was the coordination between the two organizations. Dr. Lee and Dr. Morgan served as primary liaisons, but neither wanted to act unilaterally. Both also have major responsibiliites other than PDS. For a group of this size and complexity, we need to clarify roles and responsibiliites. Governance issues were discussed at the March PDSC meeting, yet no decisions have been made about coordinating tasks. At the beginning of the 1996-97 school year that should be the first order of business. We recommend that the large-group Exploration Team continue to provide building representation, communication, and creative leadership. A group of ten representatives needs to regularly attend PDSC meetings, and a Coordinating Team needs to be selected with delegated powers to facilitate the day-to-day partnership activities.

Involvement of Principals and Other Administrators

2. Involvement of more administrators, including principals, is needed. Interest was high on the part of teachers. Two principal representatives participated in planning meetings throughout the year. However, we need better communication with and involvement of building administrators. The dynamics of new working relationships between teachers and administrators are emerging as teachers assume leadership roles.

Needs Assessment for Professional Development Activities

3. Teachers would like to have a process for teacher participation in setting professional development priorities.

T. S. Eliot's words sum up our experience with the PDS Exploration this year: "We must not cease from exploration and the end of all our exploring will be to arrive where we began and to know the place for the first time." The many participants in this year-long process explored the meaning of schooling and envisioned their work in new ways. They experienced professional growth. Our charge for the future is to see that growth sustained and extended.